



TulalipCares.org

Tulalip Charitable Contributions Funds Distribution Report

NAME OF AGENCY: Western Washington University Foundation

ADDRESS: 516 High Street, Bellingham, WA 98225

CONTACT: (360) 650-3027; <http://www.wvu.edu>

GENERAL GOALS: By inspiring our community to give, we secure and steward private resources to advance scholarship, research and creativity.

SPECIFIC USE FOR THIS AWARD:

The gift was divided among three programs at Western Washington University: the National American Student Union (NASU) Pow-Pow, the Woodring College of Education to support both the Annual Lecture Honoring Dr. William G. Demmert, Jr. and the Native American Student Lunches that are a project of the Center for Education, Equity & Diversity (CEED). In total 1,250 people were impacted with the help of this contribution.

For more information, see the attached report from Western Washington University Foundation.

Funding Report: Q4 2014 14.2

Photos & other event documents are in Dropbox

<https://www.dropbox.com/sh/yg5duhajkosoeau/AABRGJjoLS8srmVKGOpTPKyOa?dl=0>

Webites:

Native American Student Union:

<https://orgsync.com/43025/chapter>

Center for Education, Equity and Diversity (CEED):

<https://wce.wvu.edu/ceed/audiovideo-resources>

August 2015

Dear Marilyn Sheldon,

We are writing to report to Tulalip Tribes Charitable Contributions about how your gift of [REDACTED] to Western Washington University Foundation in March 2015 helped the Native students who are attending Western, and also educated allies.

Your gift was divided among three programs at Western Washington University: [REDACTED] supported the National American Student Union (NASU) Pow-Pow, and [REDACTED] went to Woodring College of Education to support both the Annual Lecture Honoring Dr. William G. Demmert, Jr. and the Native American Student Lunches that are a project of the Center for Education, Equity & Diversity (CEED). In total 1,250 people were impacted with the help of this contribution.

The National American Student Union (NASU) Pow-Pow, held April 18 and 19, 2015, benefited from [REDACTED] of the Tulalip gift. About 900 people attended the two-day event, which was held in Western Washington University's Carver Gym. The impact also included the organizational experience gained by the NASU members who were the Pow-Pow Coordinators, and a total of about 20 student or community volunteers. Furthermore, the entire Western



2015 NASU Pow-Wow

photo by Rhys Logan/WWU

Washington University community benefited from the opportunity to read about the Pow-Wow in *The Western Front* front-page article (with photos) on Tuesday, April 21.

“The Pow Wow allowed me to connect even more with other NASU members and work together to put on an event not just for us or other students, but for our tribal communities to come to campus.”

Kylie Gemmell (Suquamish), WWU student

In Dropbox there is a PDF copy of the NASU Pow-Wow program (which includes recognition of Tulalip Tribes as a sponsor), a PDF copy of the article in *The Western Front*, a PDF of the Demmert Lecture program, a PowerPoint of the Demmert Lecture slides, and many photos of the NASU Pow-Pow, as well as the other events your donation supported. You are welcome to share the photos; for the Pow-Pow event photos please credit Rhys Logan/WWU.

Woodring College of Education distributed \$3,000 of your gift to support both the **Annual Lecture Honoring Dr. William G. Demmert, Jr.** and the **Native American Student Lunches** that are a project of the Woodring’s Center for Education, Equity & Diversity (CEED).

The Annual Lecture Honoring Dr. William G. Demmert, Jr. was held on April 17, 2015. The event began with introductions and prayer led by NASU leaders, followed by a special Native Lunch in honor of Dr. Demmert. While students, faculty, Western staff, and guests from Lummi Nation and Northwest Indian college enjoyed a buffet lunch, Dr. Kristen B. French (Associate Professor of Elementary Education, CEED Director, and advisor to NASU) spoke about how as a Western undergraduate three decades before she had attended the first Native Lunches organized



Bernie Thomas, speaking before 2015 Lecture Honoring Dr. William G. Demmert

by Dr. Demmert and his colleague Dr. Joseph E. Trimble—started, she said, because Native students were hungry for mentors, “and we were hungry!” Two distinguished visitors with deep and long ties to Western (beginning as undergraduates)—Education Director of Lummi Nation School Bernie Thomas and

Washington State Director of Indian Education Michael Vendiola—then told attendees about the influence of Dr. Demmert on their work over the years.

The speaker for the 2015 Annual Lecture Honoring Dr. William G. Demmert, Jr. was Dr. Jeff King, who is Director of the Center for Cross-Cultural Research in the psychology department of Western Washington University. His topic was “An Indigenous Perspective of Western Science: Decolonizing and Restructuring.” More than 60 students, faculty, staff, and community guests attended.

Dr. King is a tribally-enrolled member of the Muscogee (Creek) Nation of Oklahoma, Sweet Potato Clan, and New Tulsa stomp grounds. He is a licensed clinical psychologist and has served at local, state, national, and international levels as an advocate for American Indian health and behavioral health rights. Before coming to Western eight years ago, he worked as a clinician for Indian Health Service in Taos, New Mexico, serving the Taos and Picuris Pueblos. Prior to this, he was director of Native American Counseling in Denver, Colorado, for about 15 years.

Dr. King's talk described the racist biases of the Western European scientific methodology, how it devalues alternative ways of knowing, and the role of this ideology in colonial practices including the boarding schools. He contrasted the characteristics of the Western European and Indigenous world views, and concluded that "The difference in world views constitutes, at this time, an insurmountable, fundamental difference. Given these differences, we must re-evaluate our use of scientific method in the context of non-Western cultures."

Dr. King also spoke about the common experience of Native college students who tell him they "feel like I have to check my identity at the door to be considered as legitimate as my peers."

Regarding the field of psychology, Dr. King critiqued the movement to develop "Evidence Based Treatments (EBTs)," for individuals of diverse ethnicities and cultures,

because of the implication that Western scientists should be the source of these treatments and that other cultures have not developed effective practices to address psychological needs of their people. He cited examples of government funding criteria with reporting requirements that exclude Indigenous healing practices because of tribal confidentiality practices. He counter-posed to EBTs the idea of "Practice-Based Evidence," defined as a range of treatment approaches and supports that emerge from the community or culture that are recognized as effective, which bring the locus of healing back into the community and reverse the historical implementation of services of care. This lecture provided much needed nourishment for the hungry hearts who listened to and found Dr. King's words enriching, affirming, and inspiring.

After his talk, CEED student leaders wrapped Dr. King in a gift blanket.



CEED leaders wrap Dr. Jeff King in a gift blanket after his Demmert lecture

"Having events like the Demmert event, Pow-Wow, and Native Lunch help me feel as if I have a place in an institution that does not reflect who I am or where I come from. These events and the people involved are what kept me in school and have helped me pursue my goals of being an educator with an Indigenous and social justice perspective." Tahlia Natachu (Zuni), WWU student

The slides Dr. King projected during his talk are in the Dropbox file, or can be viewed on the CEED web page wce.wvu.edu/ceed/audiovideo-resources

Twice a quarter, CEED hosts Native Lunch. This lunch was begun in the 1980s as opportunity for Native faculty to meet and mentor Native students at WWU. This tradition has continued, and with support from Tulalip Tribes, CEED is able to sponsor lunch several times a quarter for Native students, faculty, and staff, as well as anyone else that cares to catch up with each other and enjoy sharing a meal in a safe, welcoming space.

“As a CEED staff member, I have had the wonderful honor of seeing the ways in which programs like Native Lunch have not only created a community for Native students, but the chance for solidarity amongst different marginalized communities. This support is the reason that students like me have managed to stay in college for so long.” Ciera Jackson (Black Cherokee), WWU student

Other Native Lunch agendas during the 2014-15 academic year included a May 13 visit and talk by Dr. Sandy Grande, author of the groundbreaking 2004 book *Red Pedagogy: Native American Social and Political Thought*, which takes an intersectional look at the landscape of American Indian education, and of the forthcoming *Pedagogy of the Dispossessed: Decolonization and the Struggle for Critical Democracy*. At Connecticut College since 2000, Dr. Grande is an Associate Professor of Education and Director of the Center for the Comparative Study of Race and Ethnicity. Dr. Grande is currently researching the intersectionality between critical theory and American Indian Intellectualism. Dr. Grande approaches education with a profoundly inter- and cross-disciplinary method while integrating Indigenous and Marxist theories. She believes that education is the heart of critical democracy.

As the invited Keynote Speaker for Western’s 2015 Scholars Week, Dr. Grande presented her research and theoretical frameworks, but speaking more informally at Native Lunch, she told about her own path from being a child who “always had a difficult relationship with school,” to focusing in college on soccer and visual art, then attending graduate school, to having her life changed by reading the book *The Social Construction of Reality* (by Peter L. Berger and Thomas Luckmann), to earning a PhD, to writing the book *Red Pedagogy* after being told its topic was not an acceptable dissertation project.



Dr. Sandy Grande and NASU member Nick Courtney, holding gift blanket

During the Q&A, Dr. Grande suggested key books that have influenced her, talked about the choice scholars have to make about whether to collect data on their own communities, and also posed the dilemma she and other American Indian intellectuals experience in helping college students navigate the distinct and often contradictory

pedagogies of Indigenous knowledge and the Western culture they need to master in order to achieve academic success.

More than 55 people attended Dr. Grande's Native Lunch presentation. In addition, NASA welcomed Dr. Grande to the community by preparing a dinner in her honor. NASU also wrapped Dr. Grande in a gift blanket after her Native Lunch talk.

"Bringing Sandy Grande for lunch gave me the opportunity to see what Indigenous faculty in other institutions are doing and connect with them. It gives me the opportunity to see what others are doing before entering into academia."

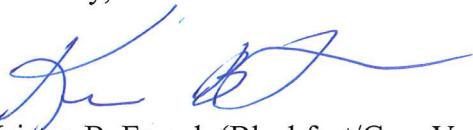
Kylie Gemmell (Suquamish), WWU student

A total of 7 sessions of Native Lunch were held during the 2014-15 academic year, with a total attendance of about 350 students, faculty, staff or community guests.

The support by Tulalip Tribes Charitable Contributions was recognized through a poster on display during the NASU Pow-Wow and inclusion of the Tulalip Tribes logo in the program, as well as a spoken thank you at Native Lunches and the Demmert Lecture.

On behalf of the students of Western Washington University, we again want to thank you for the support by Tulalip Tribes Charitable Contributions.

Sincerely,



Kristen B. French (Blackfeet/Gros Ventre)
Associate Professor Elementary Education, CEED Director, and NASU Advisor



Emily Weiner
Grant Writer
Western Washington University Foundation



Ciera Jackson (Black Cherokee)
CEED staff, NASU member, and WWU senior